

ATYP English 9/10

Thursday 1:20pm-3:50pm 1320 Trimpe Hall

If a child is to keep alive his inborn sense of wonder...he needs the companionship of at least one adult who can share it, rediscovering with him the joy, excitement and mystery of the world we live in.

- Rachel Carson

Instructor: Michelle Ringle-Barrett
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Course Materials:

- *Patterns for College Writing*, 8th ed. Laurie G. Kirszner and Stephen R. Mandell (Instructor will provide)
- O'Connor's *Woe Is I: The Grammarphobe's Guide to Better English in Plain English* (Instructor will provide)
- William Golding's *The Lord of the Flies*
- George Orwell's *Animal Farm*
- Shakespeare's *Much Ado About Nothing*
- The detailed fallacies of logic found at the following website: <http://www.entish.org/nizkor/>
- An in-class spiral writing notebook for daily in-class writing and notes
- A 3-ring binder to keep as your portfolio (A collection of all drafts, outlines, submitted/returned papers, vocab, etc.)
- A folder to keep homework journals

Course Description

The purpose of this course is to prepare you for college writing and to encourage analytical, creative, and independent thinking. This class focuses on your writing as a major portion of the text by fostering a workshop atmosphere with continual feedback from your peers. Class activities will focus not only upon reading, but also on the process of writing: planning, drafting, revising and editing. Your papers will see several stages: initial discovery draft, rough draft critiqued by peers, and a polished (publishable) draft. Each polished draft will be graded and then revised to go into your portfolio. The portfolios will showcase the best of your work. The only way to become a better writer is to practice writing and to develop critical reading skills. As I become familiar with your writing, we will also focus upon individual goals for you.

During the **first half of the year**, students will work on several formal essays: narration, description, process analysis, exemplification, cause and effect, comparison/contrast, definition, argumentation, and researched argumentation. Students will study and respond to several literary essays from various authors, among them, E. B. White and Virginia Woolf. Students will also read short stories such as Vonnegut's "Harrison Bergeron" and Marquez's "A Very Old Man with Wings". We will discuss and analyze Orwell's *Animal Farm*. Public speaking components will reflect our reading. Special attention will be paid to the study and understanding of logical fallacies. Students will keep a journal in which they write directed entries. We will write about and discuss aesthetics and philosophy—specifically applicable to art/artist/process. Critical thinking skills, time-management, interpersonal, and metacognitive skills will be stressed throughout the course.

And for the **last half of the year**: Students will write two short literary essays for Golding's *The Lord of the Flies*. After reading Orwell's *Animal Farm* and *The Lord of the Flies*, students will develop ideas into a working thesis for their individual research paper topics. We will learn library research and Internet skills,

proper MLA documentation, and how to balance in-text citation. We will continue to pay special attention to the study and understanding of logical fallacies. Our class will read Shakespeare's *Much Ado about Nothing* while keeping character diaries. We will discuss and explicate the text and students may also do individually researched presentations related to our reading. The final project will be a combination of fiction and poetry for a creative writing component. *Please understand that our schedule is subject to change at the discretion of the instructor.*

Policies and Requirements

I refer you to the standard *Rules and Responsibilities* memo that was mailed to you. To reiterate briefly:

Papers and homework: Due at the beginning of class. Late work is not acceptable.

Professionalism: This is your willingness to take part in class activities, help others, arrive to class on time, meet schedules for assignments, and basically contribute to the community of the class.

Weekly Writing Homework: Short papers and/or creative exercises will be assigned each week. Please use 1.5 spacing and 12 point Times Roman font. These will receive the following marks: + (excellent); √+ (Strong); √ (Fair); √- (Weak).

Journals: Do not confuse this work with your in-class writings and notes. Each week you will receive directed journal entries that should reflect a minimum of 30 minutes of work. Single-spaced, 12 point Times Roman font. Keep your entries in a folder that you bring to class each week. I will collect the journals and comment on them several times throughout the year. We will use the check system detailed above.

Unit Essays: Throughout each unit, students will hand in formal essays related to the technique or topic studied in that unit. These essays will be longer and more polished than the weekly journal writings. Double-spaced, 12 point Times Roman font. Initially, you will receive a holistic grade (Excellent; Strong; Fair; Weak) followed by a letter grade upon revision.

Essay Formatting:

All papers must include the following:

- 12 pt. Times New Roman font
- Name, ATYP English 9/10, Instructor's Name, and Assignment Name
- Creative Title (centered and no larger than 18 pt. font)
- Double-Spaced
- Stapled

Vocabulary: As you read (both for class or any other purpose), type a running log of unfamiliar words you encounter. The list should contain the word, the definition, and the sentence you found it in. Your list should have at least ten words per week. Title each list properly. Vocabulary will only receive a √ (complete) or a √- (incomplete).

Grades

Grades are viewed by the instructor as a means of motivating and challenging students as well as an indication of mastery. Since the portfolios are made up of unit essays, I'll briefly describe how these essays will be graded. Each essay will be given a holistic grade (*Excellent, Strong, Fair, Weak*) based upon the particular areas of focus, organization, development, style and mechanics when you turn it in for its first evaluation, after which, it will be reconsidered for a letter grade in your portfolio. These holistic grades will give you an idea of which areas you need to focus on in order to improve your essay for your reader. I understand that most of you will not be used to having words as grades and may feel a bit anxious about where you stand grade-wise at the beginning of the course. Fear not! I will contact you if your overall course grade approaches C level. **Journals and in-class writing** will be graded primarily on *Completeness* and *Content*. I will be using the check system

for these. I will look to see that all entries are present, and then I will evaluate how well you engage each directed subject. (Don't worry—Free-writing is *Free* writing. I will only check that you did it.)

Portfolio: All assignments, revisions, previously graded papers with my comments, and other class materials should be kept in your portfolio, unless otherwise noted. It is a good idea to put your work as it is handed back to you directly into its proper section in your portfolio. *Trying to organize this at the last minute will be quite a trial.* I will collect portfolios at the end of each semester so I can look at all of your work as a whole before assigning a course grade.

Revisions for the Portfolio: If your journal and/or weekly writing earn a $\sqrt{+}$ or higher, then you will not be required to revise it. **All essays must be revised**, even those with highest marks. If your vocabulary or logical fallacy assignments receive a $\sqrt{-}$, then they must be revised. **All revisions must be accompanied by the original paper with your instructor's marks—otherwise, how can we tell any revision has been made?**

Grade Calculation (After Viewing Portfolios): Unit Essays (60%), Weekly homework (15%), Journals (15%), Participation and professionalism (10%)

Keep in mind that the learning experience that you gain should always remain more important than any particular word or letter grade.

Academic Honesty Policy

Western Michigan University takes all forms of academic dishonesty seriously, including plagiarism. Plagiarism undermines academic integrity values and WMU's educational goals. Plagiarism is defined in the Student Rights and Responsibilities section of the WMU's Undergraduate and Graduate Catalogs as follows: **Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without prior acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge. Students caught cheating in this course on any assignment will fail the course and be subject to disciplinary action by the appropriate WMU authorities. If you are confused at any time about what you need to do to avoid plagiarism and other ethical issues, please feel free to contact us to discuss your concerns.

Students with Disabilities:

Western Michigan University provides academic assistance for students with disabilities, including the technical, academic, and emotional support necessary to achieve academic and personal success. Students are encouraged to tell the instructors if they need disability services and the appropriate phone numbers to contact.

Phone/Computers

Phone: Please turn them off and keep them off...even 'vibrate'! You may use your break time to check messages.

Computer: Please do not utilize your laptop computers during class time unless otherwise noted by instructor.